

Performance Assessment Planning Template

A **performance assessment** is a form of assessment that requires students to demonstrate what they can do; that they apply the skills of a discipline (i.e., enact the work of historians, scientists, writers, mathematicians, artists, etc.), not just show what they know.

A complete performance assessment has three parts:

- 1) Pre-determined outcomes
- 2) A task (product or performance) through which students can demonstrate what they know and can do
- 3) Criteria that describe what meeting the outcomes looks like

Performance Assessment Title: Inferno Literary Analysis

which is part of **Project Title:** The Inferno Mosaic Retelling Project

Grade level(s):	11-12	Duration:	2.5 weeks
Discipline(s):	English	Authors:	Justin Wells

The Outcomes

1. Skills / Standards To Be Measured

What is the targeted skill or skills that student and teacher are working together to develop and assess?

Derived from content standards, Common Core standards, 21st Century skills, and/or stated course or school outcomes.

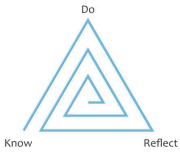
Include a rationale: Why are these outcomes important?

RL 11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL 11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL 11-14.10: By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

W 11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

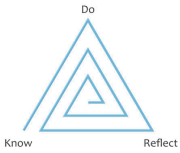


Performance Assessment Planning Template

1a. Learning Targets	
<i>Next, translate what you put into Box 1 into the student-friendly language known as learning targets: "I can" statements that are clear and measurable.</i>	
Long Term Add rows as needed (but not too many; less is more)	Supporting Break down the long term target to manageable chunks of learning; think at the level of the lesson plan.
I can write a college-ready, literary analysis on a classic work of literature.	I can recognize an author's use of a literary technique, such as diction, symbolism, rhythm, irony, etc. (concepts we've studied all year)
	I can analyze how an author's stylistic technique helps to communicate his message or theme.
	I can select and explain textual quotes that reveal an author's stylistic choice or technique.
	I can quote text correctly and skillfully.

The Task

2. Prompt – What are students asked to do? (Description of product or performance)
<i>How will students be invited to demonstrate what they can do? Introduce and explain, in language addressed to the student, all three dimensions of the performance assessment: outcome, task, and criteria.</i>
<p><i>[Note: This performance assessment is the final benchmark of a larger project. Earlier benchmarks include reading Dante's <i>Inferno</i>, creating a work of art that interprets or responds to a particular passage in the poem, and collaboratively designing a theatrical presentation of the students' artwork (for exhibition night).]</i></p> <p>Having interpreted some lines from Dante's <i>Inferno</i> artistically, you will now interpret those lines analytically.</p> <p>This paper is your opportunity to advance your literary analysis skills. (It is eligible for the analysis slot of your College Success Portfolio.) Though in many of your earlier lit analysis papers, your answer to a given question has been your thesis, in this paper you will be generating your own thesis, in this case a summary statement of something interesting you've noticed about this epic poem.</p> <p>Start by thinking about what your work of art has helped you notice about Dante's writing. You have already engaged in a powerful act of interpretation. Now you will give words to your interpretation.</p>



Performance Assessment Planning Template

Your paper must incorporate:

- A thesis of your own design that goes beyond plot or characterization and says something about the book's style (you will make a thesis proposal that must be accepted before you plan and write the paper)
- A focus on one of the literary techniques we've studied this year
- An explanation of how that literary technique helps to communicate a message or theme of the book, or contribute to a particular reader experience of the book
- An analysis of at least three carefully chosen passages of the text, utilizing all three quoting techniques we've studied this year: the colon method, "surgical quoting," and block quoting.

Details:

- At least 1000 words (three and one-half pages, double-spaced)
- Name, date, block printed in upper right corner
- Properly titled
- Academic formatting: double-spaced, 12-point serif font
- Carefully proofread
- Assessed using the Envision Literary Analysis rubric

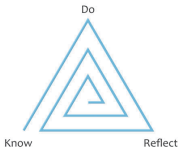
The Criteria for Success

3. Describe what success looks like

Describe a successful student product or performance that might emerge from the task explained above, in Box 2. Use your imagination and/or actual experience to get specific. Pick a student in your mind and imagine—in detail—what he or she would produce or perform.

After creating a striking sculpture of Geryon (made from parts she found in a junkyard) based on her reading of those lines in Canto 17, a student now does a written analysis of Dante's description of the monster Geryon. Something she noticed was how horrifying the monster actually was once she had created the sculpture. This surprised her. In her initial reading, she thought the monster sounded cool but not scary looking. Upon further analysis, she notices that the pilgrim's 1st-person description of the monster is done in a tone that is plain and matter of fact, unlike the very dramatic and fearful descriptions the narrator has given of earlier monster-guardians of higher circles of hell.

She selects well-chosen quotes to show the change in Dante's style. She uses her knowledge of word connotation to support her claim that Dante is becoming more objective and less emotional. She is not summarizing plot but attending to the way that Dante uses language and its service to one of the poem's themes. Her thesis: Dante the Writer is signaling to the reader that Dante the Pilgrim is maturing on his journey, learning how to react to the creatures of hell with neither sympathy nor fear, but



Performance Assessment Planning Template

with the cold acceptance that Virgil, and God, ultimately expect from him.

In the paper, she demonstrates the ability to quote text in varied and stylish ways, including the colon method, “surgical quoting,” and block quoting.

3a. Rubric and domains

What rubric(s) will measure the student’s level of proficiency within the Performance Assessment? The rubric(s) describe what it means to meet each learning target that you identified in Box 1a. If the rubric already exists, name its dimensions. If it doesn’t yet exist, summarize what it should look like.

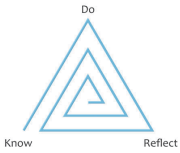
Note: Be careful that you are not evaluating something different from, or more than, what is targeted or taught.

Envision/Stanford textual analysis rubric

3b. Meeting the needs of diverse students

Accommodations, language supports, reading supports

- Students have access to different translations of Dante’s *Inferno*, at different lexiles.
- Where accommodations allow, oral presentations of artistic choices and textual analysis can serve as evidence of students’ interpretive skills.
- The rich body of *Inferno* art and illustration used throughout to help students understand the plot as a pre-reading exercise.



Performance Assessment Planning Template

Journey to Success

After designing a complete performance assessment (parts 1, 2, & 3 above), think through how to guide the student to achieving success.

4. Narrative

Tell the story of the learning process. Describe how students will learn and practice the skills they will need to succeed on this performance assessment.

Many students struggle with interpreting another's words—especially a great author's—with words of their own. To address that challenge, this learning journey takes students through an art project *before* they take up the challenge of writing the literary essay on Dante's *Inferno*. By drawing students into a different medium of expression, the art task effectively forces the students into an act of interpretation. For the textual analysis paper, students return to the land of words to explain what their art helped them notice.

We begin by spending a few weeks reading the poem as a class. We do lots of in-class reading in the early Cantos to support students getting used to the unusual form and language of the poem. As we get deeper into the poem, students are assigned more reading at home. In order to model and practice textual interpretation, Socratic seminar is a classroom routine throughout.

Meanwhile, the students are introduced to the wide range of artistic response to Dante's *Inferno* over the centuries, from Gustave Doré's prints to William Blake's poetry to Marcus Sander's and Sandow Birk's modern reimagining of the Inferno in an apocalyptic California.

After we finish reading the poem, each student chooses some of Dante's lines to interpret artistically in the medium of her choice. The students present their art publicly as part of an ensemble retelling of the poem in an evening exhibition.

Lastly, each student writes his or her literary analysis essay based on the lines that she has interpreted artistically. Before developing the paper, each student must propose a thesis to the class for feedback and approval. A structural outline is also required before work can begin on the first draft. Classroom lessons reinforce the skill of quoting and citing textual evidence. These steps help the student address the expected standards of the performance assessment (listed in part 1).

4a. Resources and 4b. Sequence of Learning and Assessment

See <http://teacher.justinwells.net/InfernoRetelling/project-overview> for more on this assessment and its project.